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ABSTRACT

This program guide is intended for the implementation of a hospitality management program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for hospitality management courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment and supplies, and safety; program implementation (student admission requirements, instructional approach, evaluation criteria, certificate of completion, student learning guide, cooperative training, and student organizations); teacher professional development and professional organizations; and instructional resources (a listing of 48 resources and references, and the Florida Educational Information Service with a list of its services). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, and a written test with answers. (KC)

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

HOSPITALITY MANAGEMENT

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Florida State University

For further information, contact
Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32399
(904) 488-0484

FLORIDA VOCATIONAL
PROGRAM GUIDE FOR

HOSPITALITY MANAGEMENT

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1989

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INTRODUCTION

The Florida Vocational Program Implementation Guide can be applied to all vocational programs in Florida. This program guide, however, was developed specifically for the Hospitality Management program to provide information that will be useful to local school-district and community-college administrators, faculty and instructors, program advisory committee members, regional coordinating councils, and others charged with the responsibility of offering vocational education programs. The final planning and evaluation of any educational program, however, must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

Vocational education has evolved to meet the needs of students desiring to pursue selected careers or vocations. In general, vocational education is designed to provide programs, services, and activities that are realistic in light of present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of personnel. The new technologies require many additional technical supportive staff to carry out both standardized and specialized procedures.

Today, vocational education is an increasingly viable option for students. The Florida Department of Education (DOE) shares with business, government, and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. For this to become a reality, exemplary career educational programs must be created and these programs must be consistent throughout the state.

State Board of Education Administrative Rule 6A-10.24: Articulation between universities, community colleges, and school districts outlines steps and guidelines that will bring about a systematic interrelationship among Florida institutions offering similar or related courses and programs. The rule states, in part, that

> when a student transfers among postsecondary vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged to be equivalent to courses offered at the receiving institution.

This program guide helps ensure that equivalency. Throughout Florida, vocational programs, if implemented according to the criteria described in this document, will help many citizens fill an important place in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Hospitality Management program is based on occupational competencies and employability skills required for entry into certain occupations in the hospitality industry. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs).

Students enrolled in this program should be able to benefit from the instructional content with reasonable expectations for entry-level employment upon successful completion of the program.

This section includes a program description, job titles, job descriptions, a content statement, and the Curriculum Framework and Student Performance Standards.

Program Description

Marketing Education is a group of planned, specialized instructional programs designed to enable students to enter employment, to make career progress, and to refine prescribed competencies required for employment in a cluster of marketing occupations or in a specific occupation chosen as a career objective.

The Hospitality Management program includes both practical and classroom learning experiences that are concerned with providing students with career information and job requirements for occupations in the hospitality industry. It provides students with an initial exposure to the skills and attitudes associated with careers in Hospitality Management. These basic skills and attitudes are indicated as intended outcomes in the Curriculum Framework of this guide.

Job Titles and Description

Job Titles: Hotel Managers (DOT# 320.137-014), Motel Managers (187.117-038), Recreation Establishment Managers (187.117-042), or Resort Managers.

Description: Hospitality Managers may be involved in a variety of duties including front desk operations, advertising and promotions, maintenance and maintenance management, purchasing, and facility operations. Managers may be responsible for catering, restaurant and bar operations, employee training, and customer relations.

Hospitality Managers may be employed in a variety of settings, including lodging facilities, restaurants, entertainment establishments, resorts, cocktail lounges, or recreation establishments.

Hospitality managers must ensure efficient and profitable operations, establish standards for personnel administration and performance, plan for and utilize facilities, and control costs.

Determination of Need: The need for qualified hospitality managers has been determined through a survey of members of the hospitality industry.

Content

The Hospitality Manager is a competency-trained worker. The program content is directed toward the learning, in actual or simulated work conditions, of selected competencies identified by industry as necessary for entry level employees.

Because job requirements for the Hospitality Manager vary among employing agencies, the skills that are taught in the program provide basic job-entry preparation. If additional skills are required, they may be taught by the employing agencies through inservice education.

Standards for Program Courses

Program objectives should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education.

Provided on the following pages are the Curriculum Framework and Student Performance Standards for Hospitality Management courses as listed in the official Vocational Education Program Courses Standards document. Since these SPSs are occasionally updated, you may need to check with your district's Marketing Education Supervisor and the regional Program Specialist for a current version every year.

CURRICULUM FRAMEWORK

PROGRAM AREA: Marketing

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July, 1989

PROGRAM TITLE: Hospitality Management

CODE NUMBER: Secondary _____ Postsecondary _____

Florida CIP 0206.079900

SECONDARY SCHOOL CREDITS ___ COLLEGE CREDITS _x_ POSTSECONDARY ADULT VOCATIONAL CREDITS ___

APPLICABLE LEVEL(S): ___7-9 ___9-12 ___Postsecondary Adult Vocational

_x_ Postsecondary Vocational ___ Other _____

CERTIFICATION COVERAGE:

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment in supervisory positions in the hospitality industry as hotel managers (320.137-014), motel managers (187.117-038), recreation establishment managers (187.117-042) or resort managers, or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, management and supervisory development; management theory; decision making; organization; communication; human relations; leadership training; personnel training; security; sanitation; food and beverage management; sales; accounting; housekeeping; energy management; maintenance and engineering; marketing; property, resort, and convention management; and applicable local, state, and federal laws.

II. LABORATORY ACTIVITIES: Laboratory activities are an integral part of this program. The student should gain the competence required to manage each department and for overall management of the establishment that represents the student's occupational goal.

III. SPECIAL NOTE: The Distributive Education Clubs of America is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

The typical length of this program for the average achieving student is equivalent to that of an associate degree.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate employability skills.
02. Apply human relations, leadership, and communication skills.
03. Apply math skills.
04. Identify basic economic and marketing concepts.
05. Identify health, safety, and security practices.
06. Identify the organization and functions of the hospitality industry.
07. Demonstrate supervisory, human relations, communication, and training skills.
08. Demonstrate a knowledge of food-service and beverage sanitation.
09. Demonstrate a knowledge of food and beverage management and services.
10. Demonstrate a knowledge of and perform accounting procedures.
11. Demonstrate a knowledge of security management.
12. Demonstrate a knowledge of food purchasing and production.
13. Demonstrate a knowledge of energy management.
14. Demonstrate a knowledge of, identify, and apply marketing management and sales promotion concepts.
15. Demonstrate a knowledge of property maintenance and engineering.
16. Demonstrate a knowledge of property management.
17. Demonstrate a knowledge of resort management.
18. Demonstrate a knowledge of convention management and services.
19. Demonstrate a knowledge of housekeeping management functions.
20. Demonstrate a knowledge of laws affecting the hospitality industry.
21. Demonstrate a knowledge of recreation management.
22. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July, 1989

PROGRAM AREA: Marketing | SECONDARY NUMBER:

PROGRAM TITLE: Hospitality Management | POSTSECONDARY NUMBER: 0206.079900

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 01.01 Conduct a job search.
- 01.02 Secure information about a job.
- 01.03 Identify documents that may be required when applying for a job.
- 01.04 Complete a job application form correctly.
- 01.05 Demonstrate competence in job interview techniques.
- 01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- 01.07 Identify acceptable work habits.
- 01.08 Demonstrate knowledge of how to make job changes appropriately.
- 01.09 Demonstrate acceptable employee health habits.

02.0 APPLY HUMAN RELATIONS, LEADERSHIP, AND COMMUNICATION SKILLS--The student will be able to:

- 02.01 Apply verbal skills.
- 02.02 Apply writing skills.
- 02.03 Discuss human relations skills.
- 02.04 Identify basic leadership skills.
- 02.05 Analyze functions of the hospitality industry.

03.0 APPLY MATHEMATICS SKILLS--The student will be able to:

- 03.01 Apply basic mathematics skills.
- 03.02 Apply intermediate mathematics skills.
- 03.03 Apply hospitality mathematics skills.

04.0 IDENTIFY BASIC ECONOMIC AND MARKETING CONCEPTS--The student will be able to:

- 04.01 Identify basic economic concepts.
- 04.02 Identify basic marketing concepts.

05.0 IDENTIFY HEALTH, SAFETY, AND SECURITY PRACTICES--The student will be able to:

- 05.01 Identify general safety practices.
- 05.02 Identify general sanitation and hygienic principles.
- 05.03 Identify security practices.
- 05.04 Recognize emergency situations.

06.0 IDENTIFY THE ORGANIZATION AND FUNCTIONS OF THE HOSPITALITY INDUSTRY--The student will be able to:

06.01 Identify career opportunities in the hospitality industry.
06.02 Trace the development of the hospitality industry.
06.03 Analyze the organizational structure of hotel operations.
06.04 Identify the mission of food and beverage departments.
06.05 Identify the mission of personnel, accounting, and sales.
06.06 Analyze future trends in the hospitality industry.

07.0 DEMONSTRATE SUPERVISORY, HUMAN RELATIONS, COMMUNICATION, AND TRAINING SKILLS--The student will be able to:

07.01 Describe management functions.
07.02 Describe supervisory functions.
07.03 Describe leadership styles.
07.04 Describe work improvement concepts.
07.05 Describe the supervisor as change agent.
07.06 Analyze staff recruitment and selection.
07.07 Analyze staff orientation and training.
07.08 Analyze employee performance evaluation.
07.09 Analyze wage and salary administration.
07.10 Discuss the communication process.
07.11 Discuss motivational techniques.
07.12 Discuss the disciplinary process.
07.13 Discuss conflict resolution.
07.14 Discuss employee groups.
07.15 Discuss employee unions.
07.16 Discuss labor control systems.
07.17 Discuss management development.
07.18 Identify the need for effective communication.
07.19 Describe factors that impede effective communication.
07.20 Identify effective interview techniques.
07.21 Discuss communication factors that influence leadership.
07.22 Develop and evaluate training plans.
07.23 Identify oral communication techniques.
07.24 Identify effective writing skills.
07.25 Identify principles of managing training programs.
07.26 Discuss procedures for performing a task analysis.
07.27 Discuss procedures for hiring and training employees.
07.28 Identify learning principles.
07.29 Identify principles of individualized instruction.
07.30 Identify principles of group training methods.
07.31 Discuss training objectives and plans.
07.32 Describe procedures for evaluating training programs.
07.33 Identify communication concepts in training programs.
07.34 Discuss team-building strategies.
07.35 Identify effective coaching and counseling techniques.
07.36 Discuss the implementation of training programs.

08.0 DEMONSTRATE A KNOWLEDGE OF FOOD-SERVICE AND BEVERAGE SANITATION--The student will be able to:

08.01 Discuss the problems of safe food.
08.02 Discuss the microworld.
08.03 Discuss contamination and food-borne illness.
08.04 Discuss purchasing safe food.
08.05 Discuss safe storage of food.
08.06 Discuss protecting food in preparation and service.
08.07 Discuss safe food handling.
08.08 Discuss employee sanitation training.
08.09 Discuss sanitary facilities and equipment.
08.10 Discuss cleaning and sanitizing principles.
08.11 Discuss housekeeping management.
08.12 Discuss pest control.
08.13 Discuss sanitary food service management.
08.14 Discuss sanitary regulations and standards.
08.15 Discuss accident prevention.

09.0 DEMONSTRATE A KNOWLEDGE OF FOOD AND BEVERAGE MANAGEMENT AND SERVICES--The student will be able to:

09.01 Trace the growth and development of the food and beverage industry.
09.02 Identify basic management functions.
09.03 Discuss the history and composition of foods.
09.04 Discuss trends in the food and beverage industry.
09.05 Identify food preparation and service techniques.
09.06 Discuss food service and beverage facilities and equipment.
09.07 Identify purchasing, storage, and inventory controls.
09.08 Identify sanitation and safety practices.
09.09 Identify beverage controls and standards.
09.10 Discuss food and beverage control concepts.
09.11 Discuss food and beverage control systems.
09.12 Identify food and beverage standards.
09.13 Discuss the food and beverage operating budget.
09.14 Identify food and beverage operations.
09.15 Analyze food and beverage costs.
09.16 Discuss labor cost control.
09.17 Identify labor cost control systems.

10.0 DEMONSTRATE A KNOWLEDGE OF AND PERFORM ACCOUNTING PROCEDURES--The student will be able to:

10.01 Identify front office accounting procedures.
10.02 Identify night audit accounting procedures.
10.03 Identify basic accounting principles and terminology.
10.04 Prepare journals and ledgers.
10.05 Prepare a trial balance with adjustments.
10.06 Prepare a balance sheet.
10.07 Prepare an income statement.
10.08 Prepare statements of changes in financial position.

10.09 Analyze fixed assets, inventory, and operating expenses.
10.10 Analyze equity accounts.
10.11 Analyze sales accounting records.
10.12 Analyze payroll accounting records.

11.0 DEMONSTRATE A KNOWLEDGE OF SECURITY MANAGEMENT--The student will be able to:

11.01 Discuss the nature and scope of security problems.
11.02 Discuss perimeter security.
11.03 Discuss electric and electronic devices.
11.04 Discuss the storage and protection of valuables.
11.05 Discuss functions of the protection department.
11.06 Discuss the security of hospitality facilities.
11.07 Discuss security training and supervision.
11.08 Discuss internal and external security cooperation.
11.09 Discuss guest protection.
11.10 Discuss security measures for riots and civil disturbances.
11.11 Discuss security measures for bomb threats and bombings.
11.12 Discuss security measures for fires and natural disasters.

12.0 DEMONSTRATE A KNOWLEDGE OF FOOD PURCHASING AND PRODUCTION--The student will be able to:

12.01 Discuss the development of the food service industry.
12.02 Identify kitchen operations.
12.03 Identify preparation methods for stocks, sauces, and soups.
12.04 Discuss meat and poultry selection, cooking, and handling.
12.05 Discuss vegetable and fruit handling and cooking.
12.06 Discuss the preparation of eggs, cheese, milk, and cereals.
12.07 Discuss the preparation of baked goods and desserts.
12.08 Describe the development and function of the food industry.
12.09 Describe the organization and functions of food purchasing.
12.10 Identify the mechanics of food buying.
12.11 Identify the importance of food specifications and testing.
12.12 Identify receiving and storeroom functions.
12.13 Identify internal food control systems.
12.14 Discuss future trends in the food service industry.
12.15 Identify sources of information for food purchases.

13.0 DEMONSTRATE A KNOWLEDGE OF ENERGY MANAGEMENT--The student will be able to:

13.01 Discuss energy concerns and problems.
13.02 Identify the impact of energy on the hospitality industry.
13.03 Identify energy management techniques.
13.04 Discuss energy management planning.
13.05 Identify techniques for organizing energy programs.
13.06 Identify energy assessment practices.
13.07 Discuss property energy systems.
13.08 Identify energy survey and audit practices.

13.09 Identify utilities management principles.
13.10 Discuss energy consumption and conservation.

14.0 DEMONSTRATE A KNOWLEDGE OF, IDENTIFY, AND APPLY MARKETING MANAGEMENT AND SALES PROMOTION CONCEPTS--The student will be able to:

14.01 Identify the needs of a pre-sales program.
14.02 Identify sales planning procedures.
14.03 Analyze a sales promotion budget.
14.04 Identify personal selling concepts.
14.05 Identify advertising methods.
14.06 Discuss the importance of publicity and public relations.
14.07 Discuss the importance of internal selling.
14.08 Identify external sales agencies.
14.09 Discuss special promotions.
14.10 Identify techniques for promoting room sales.
14.11 Identify techniques for promoting food and beverage sales.
14.12 Identify methods for evaluating sales programs.

15.0 DEMONSTRATE A KNOWLEDGE OF PROPERTY MAINTENANCE AND ENGINEERING--The student will be able to:

15.01 Discuss trends in and functions of maintenance and engineering.
15.02 Discuss the role of the chief engineer.
15.03 Discuss uses of blueprints.
15.04 Discuss basic electric principles.
15.05 Discuss electric codes.
15.06 Discuss appliance, heat, and lighting principles.
15.07 Discuss types of motors.
15.08 Discuss water distribution principles.
15.09 Discuss fixture and drainage systems.
15.10 Discuss heating systems.
15.11 Discuss refrigeration systems.
15.12 Discuss ventilation systems.
15.13 Discuss air conditioning systems.
15.14 Identify pool maintenance procedures.
15.15 Discuss elevator and escalator maintenance.
15.16 Discuss sound control.
15.17 Discuss pollution control.
15.18 Discuss engineering safety.

16.0 DEMONSTRATE A KNOWLEDGE OF PROPERTY MANAGEMENT--The student will be able to:

16.01 Discuss the role of the property manager.
16.02 Discuss cost, cost trends, and controls.
16.03 Analyze leasing and contract maintenance costs.
16.04 Analyze replacement versus repair costs.
16.05 Identify planning functions.
16.06 Identify staffing requirements.

16.07 Identify personnel assignments.
16.08 Discuss employee scheduling.
16.09 Discuss related responsibilities of the property manager.

17.0 DEMONSTRATE A KNOWLEDGE OF RESORT MANAGEMENT--The student will be able to:

17.01 Discuss the resort concept.
17.02 Trace the history and development of resorts.
17.03 Identify special considerations in planning and development.
17.04 Identify the planning and development process.
17.05 Discuss resort facilities planning.
17.06 Analyze requirements for recreational activities.
17.07 Identify personnel department functions.
17.08 Identify front-of-house functions.
17.09 Identify heart-of-house functions.
17.10 Identify security functions.
17.11 Discuss the marketing of resorts.
17.12 Discuss resort investment management.
17.13 Discuss future trends in the resort industry.

18.0 DEMONSTRATE A KNOWLEDGE OF CONVENTION MANAGEMENT AND SERVICES--The student will be able to:

18.01 Discuss the scope and segments of the convention market.
18.02 Identify potential convention groups.
18.03 Identify company/corporate meetings.
18.04 Identify factors affecting convention site selection.
18.05 Discuss convention sales techniques.
18.06 Identify the sales process.
18.07 Discuss customer services.
18.08 Identify convention servicing requirements.

19.0 DEMONSTRATE A KNOWLEDGE OF HOUSEKEEPING MANAGEMENT FUNCTIONS--The student will be able to:

19.01 Discuss housekeeping department operations.
19.02 Discuss housekeeping management functions.

20.0 DEMONSTRATE A KNOWLEDGE OF LAWS AFFECTING THE HOSPITALITY INDUSTRY--The student will be able to:

20.01 Discuss legal rights of guests.
20.02 Discuss legal rights and responsibilities of innkeepers.
20.03 Discuss liabilities of innkeepers.
20.04 Discuss applicable wage and hour laws.
20.05 Discuss laws affecting hiring practices.
20.06 Discuss labor relations laws.
20.07 Discuss public health and safety laws.
20.08 Discuss license and beverage regulations.
20.09 Discuss warranties and product liabilities.

20.10 Discuss taxes.
20.11 Discuss antitrust laws.
20.12 Discuss franchising and management contracts.
20.13 Discuss group, convention, and banquet contracts.

21.0 DEMONSTRATE A KNOWLEDGE OF RECREATION MANAGEMENT--The student will be able to:

21.01 Identify a competitive marketing strategy.
21.02 Identify techniques for planning a marketing strategy.
21.03 Discuss customer services/marketing mix.
21.04 Discuss the promotion/advertising marketing mix.
21.05 Identify external and internal selling techniques.
21.06 Identify sales promotion and merchandising techniques.
21.07 Identify public relations/publicity techniques.
21.08 Identify sources and uses of market information.
21.09 Discuss financial aspects of marketing.
21.10 Discuss professional and managerial considerations.

22.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

22.01 Define entrepreneurship.
22.02 Describe the importance of entrepreneurship to the American economy.
22.03 List the advantages and disadvantages of business ownership.
22.04 Identify the risks involved in ownership of a business.
22.05 Identify the necessary personal characteristics of a successful entrepreneur.
22.06 Identify the business skills needed to operate a small business efficiently and effectively.

FACILITIES

This section includes facility design criteria, a list of suggested equipment and supplies, and safety for the Hospitality Management Program.

Design Criteria

The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Hospitality Management programs. According to this rule, facility sizes recommended for a one-time occupancy design capacity of twenty students are as follows:

Program Facility	Minimum (sq. ft.)	Normal (sq. ft.)	Maximum (sq. ft.)
Laboratory**	35	45	55
Classroom**	20	25	30
Library/Reference*	95	100	105
Storage Area*	95	100	105
Lockers, Student*	85	90	95
Teacher Planning**	100	105	110
Reception Area*	85	90	95
Reference*	95	100	105

*Net Sq. Ft. Per Related Space
**Per Occupant

District schools and community colleges desiring to vary from size and occupancy design criteria may do so by providing justification in the educational specifications documents, which are subject to the approval of the Office of Educational Facilities Construction.

It is recommended that the facility be designed to the maximum square footage whenever possible if growth is anticipated. Attrition should be considered when determining student capacity. Space is allotted based on the number of students admitted. Should the average number of students admitted per year be more than twenty, additional space will be allotted. This space can be added to existing space to increase room size or can be utilized as necessary to enhance student learning (e.g., additional classrooms, learning lab, etc.).

A double sink with hot and cold running water and work ledge is necessary in demonstration and laboratory areas. Electrical outlets are needed for both 220 and 110 volts. A stove and refrigerator unit will require a 220-volt outlet. Several 110-volt outlets should be available throughout the classroom and demonstration areas for media and electrical medical equipment.

Effective vocational education must be taught in a facility with equipment similar to what will be found in a modern work situation. The overall approach to planning for the education suite should be from the point of view that it will, insofar as possible, simulate hospitality industry conditions. Additionally, the facility should, whenever possible, be located close to or within existing education programs to facilitate sharing instructional equipment and classroom space. Parking should be located relatively close to the facility because of frequent off-campus travel.

Suggested Equipment and Supplies

The following list indicates suggested equipment and supplies and is not comprehensive.

Tools and Equipment List

Adding Machine
Advance-Deposit File
Auto Bar System
Automobile
Beeper
Calculator
Cash Register
Check Writer/Printer
Citizens-Band (Two-Way) Radio
City Ledger Rotary File
Credit Card Imprinter
Credit Card Summary
Credit Card Verifier
Daily Report Forms
File Cabinet
Fire Extinguisher
First Aid Kit
Folio
Food and Beverage Charge Form
Guest Registration Card
Hammer
Hand-Held Recorder
Housekeeping Report Sheet
Key Machine
Key Rack
Letter Rack
Local Telephone Tally Board
Long-Distance Telephone Traffic Sheet
Long-Distance Telephone Voucher
Marking Machine
Message Light Board
Micro Reservation Computer, Terminal, and Keyboard
Microfiche
Morning Telephone Call Sheet Wake-Up Log
Night Audit Forms

Paging System
Pliers
Postage Machine
Posting Machine
Property Account Forms
Radio-Telephone
Reminder Clock
Reproducing Machine
Room Rack
Room Reservation Card
Rubber Stamp
Safe
Safe-Deposit File
Safety-Deposit Boxes
Screwdriver
Stapler and Staple Remover
Sweeper
Switchboard
Telephone
Teletypewriter
Time-Stamp Machine
Trip Sheet
Typewriter
Vault
Videocassette Recorder with Monitor (TV)
Emergency Procedures Manual
Security Procedures Manual
Maintenance Procedures Manual
Equipment Manuals
Purchasing/Receiving Procedures
Contracts
Purchase Orders
Invoices
House Blueprints
Petty Cash
Banking Forms
Desk
Keys for Guest Rooms & Other Areas
Appropriate Clothing
Stationery
WATS Line
Newspapers, Tobacco Products
Maps and Mileage Charts
Area Hotel/Motel Listings
Fire Fighting Equipment
Office Machine Supplies
Bookkeeping Machine
Filmstrip Projector
Movie Projector
Audio Cassette
Projection Screen

Training Materials (Printed)
Graphic/Art Supplies
Microcomputer
Microcomputer Software Programs
Microcomputer Printer
Group Presentation Display Board
Guest Files
Forms, Reports, and Records
Sale Materials for Rooms
Sale Materials for Other Areas
Ledgers and Journals
Employee Files
Interview Materials
Orientation (House & Company) Materials
Employee Evaluation Forms
Schedule Board
Community-Oriented Brochures
Local, State, and Federal Rules & Regulations
Company/Franchise Regulations
Liability and Risk Policies & Procedures
Management Systems Forms

Safety

The Florida State Board of Education established rules for the operation of public schools. **Chapter 6A-2, Part III, Section B,** of these rules contains the standards for existing educational facilities. Subsections deal with the entire facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for Hospitality Management programs, it is suggested that strict adherence to the general standards contained in the above-mentioned rules be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire evacuation plan, etc.).

PROGRAM IMPLEMENTATION

This section includes information that may help you implement the Hospitality Management program: student admission requirements, suggested instructional approach, suggested teaching methods, evaluation criteria, the certificate of completion, an explanation of the components of a student learning guide, cooperative training, and student organization participation.

Student Admission Requirements

In accordance with the Course Code Directory, the Hospitality Management program is offered to students at the community college level. There are no specific student admission criteria other than those that may be required by local education agencies.

Suggested Instructional Approach

The instructional content of this vocational program is based on tasks performed and employability skills required on the job. The criteria used for evaluating student performance are determined by job performance standards. Each task to be performed, the conditions under which the student must perform, and the standard by which the performance will be evaluated are made known in explicit terms--in writing--to the student (and to any other interested persons) before instruction. The statement containing this information is often called a performance objective.

Content and pacing decisions are based on the instructional needs of the individual student; that is, on the discrepancies between necessary skills and current skill attainments. Ways of meeting these needs are determined by an assessment of the student's aptitudes, learning styles, and career goals. At any one time, different students will be working on different objectives.

Each student is expected to acquire the necessary knowledge and skills to demonstrate, through performance of each task, that he or she has reached the specified standard of performance. Since actual performance is the only reliable proof of competence, successful completion of the program is dependent on the student's demonstrated attainment of the knowledge and skills for which instruction has been provided.

Competency-based vocational education is strongly recommended as the instructional approach to training students in the Hospitality Management program.

Suggested Teaching Methods

Teaching and learning are inseparable, and together they represent an interactive process between the person teaching and the person learning. Learning occurs only if and when the learner exhibits some measurable change in behavior. The following are assumptions pertaining to teachers, learners, and the learning process:

1. Learning is transferable. What is learned in one situation can be transferred to another and used to clarify it.

2. Learning takes place faster when moving from simple to the more complex in an orderly, logical way.

3. Learning takes place faster if the learner recognizes something familiar in a new experience. Each experience serves as a background for future experiences.

4. Learning does not occur by itself. Knowledge is influenced by the learner's frame of mind. Attitudes develop towards what is being learned.

5. When a learner sees a charted course geared to specific goals and needs, he or she perseveres.

6. Learning implies activity on the part of the learner.

The instructor implements the course content by designating each skill to be learned and by planning the learning sequence. For example, instruction may consist of a film or live demonstration which reinforces the unit, followed by practice in the learning lab and a performance examination.

Lecture and discussion segments should include time for questions and answers. Students can benefit from regular discussion of "real world" problems encountered in the work-practice situation.

All types of visual aids, whether commercially available or teacher-produced, can be employed to help clarify concepts for the student. When employed, visual aids should be simple and uncluttered.

The student should be provided with a course outline indicating the topics to be covered. The instructor is also encouraged to employ any other handout material needed for clarification of topics.

Supervised student practice, including demonstration and return demonstration, should be an integral part of the program.

Evaluation Criteria

Evaluation of the student's performance in classroom, lab, and clinical situations should be based on

1. quality of work in both written and practical application
2. classroom participation
3. ability to organize and complete assignments
4. ability to perform safely in the clinical area
5. interpersonal relations in the instructional context.

In the classroom and lab, the student will be evaluated by quizzes, tests, and reports; by progress charts; and by skills checklists. In the clinical area, progress charts and skills checklists will be used.

Students are supervised when performing competencies until, in the instructor's judgment, they are able to function safely with minimum assistance.

Certificate of Completion

When the student has satisfactorily completed the program, the A.S. degree is awarded by the Board of Regents through the participating community college.

Student Learning Guide

As mentioned in the Instructional Approach section of the Florida Vocational Education Program Implementation Guide, competency-based vocational instruction (CBVI) is the most appropriate instructional approach to teaching students to become competent hospitality managers. In order to implement CBVI effectively and efficiently, you and the students should have access to competency-based instructional materials, such as student guides or modules.

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide, although not complete, presents the basic components of a competency-based student learning guide: an introduction, objectives, list of resources, learning activities, information sheets, self-check and answer sheet, activity sheets, written test, and performance test. An answer key for the written test is included in the instructor version of the learning guide.

The following components are often included in a student learning guide:

The **introduction**, which includes the intended outcome, the SPS for which the guide is developed, and an introduction to the guide stating why this topic is important to study and what this guide is about. Other information, such as the relationship between this guide and other guides, can also be included on this sheet

The **objectives**, which include both knowledge and performance objectives if the SPS calls for hands-on performance, but only knowledge objectives if the SPS requires knowledge-oriented competencies

The **list of resources**, which includes instructional materials the students should use to study and tools and supplies students should have access to in order to complete this guide

The **learning activities**, which include a list of steps students should take in order to master the objectives

An **information sheet**, which may need to be developed if the existing instructional materials do not cover enough content for students to master the objectives

The **self-check**, which consists of questions designed to help students review what they have studied

The **activity sheet**, which is designed to help students practice hands-on tasks for performance objectives. If the SPS does not require hands-on activity, this sheet is not included in the learning guide

The **written test**, which is used to measure the student's achievement on the knowledge objectives

The **performance test**, which is designed to be used by the evaluator/instructor to assess the student's level of achievement on the performance objectives

The student learning guide may consist of two or more sets of the above components (as the sample student learning guide in the Appendix does) if the objectives need to be divided into two or more groups. Whatever format you use for the student learning guide, these components should be included in order to incorporate instructional events such as

1. gaining attention
2. stating objectives
3. recalling prerequisites
4. providing instructional stimulus
5. providing learning guidance
6. eliciting performance
7. providing feedback
8. assessing performance
9. enhancing retention and transfer.

Cooperative Training

The Cooperative On-the-Job Training (OJT) course for Hospitality Management may be taken by a student for one or more semesters. The specific student performance standards that the student should master to earn credit **must be specified in the OJT training plan**. This plan should include a list of OJT and in-school learning experiences and should be signed by the student, instructor, employer, and cooperative program coordinator. Besides the training plan, each student should have access to a work station with relevant tools and equipment that can facilitate the student's mastery of skills and knowledge necessary to function as a hospitality manager.

The teacher-coordinator must visit each job site **at least** once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

The student must receive compensation for work performed on the job and may earn multiple credits.

The student should contact his or her principal, county DCT coordinator, Marketing Education Supervisor, or Vocational Education Director for additional information such as the required rules, regulations, guidelines, and forms. This information may include requirements for enrolling in the Cooperative Program, objectives of the program, teacher-coordinator responsibilities, monthly schedules, training plan, employment attendance record, training agreement form, and student skills record.

Student Organization Participation

The vocational student organization associated with the Hospitality Management program is Distributive Education Clubs of America (DECA), 1908 Association Dr., Reston, VA 22091. DECA serves high school and junior college students interested in the field of marketing and distribution (retailing and wholesaling) as a vocation.

PROFESSIONAL DEVELOPMENT

Teacher Standards and Technical Updating

Certification

Teacher certification is not currently required for college instructors.

Community college instructors should meet the requirements of the individual college.

Technical Updating

Community college instructors should contact the department of Program and Staff Development of the individual college.

Professional Organizations and Support Services

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts among members, communications that keep members current, forums for the discussion of issues in the field, stimulating publications, and useful professional growth experiences at local, state, regional, and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field. They are also good sources of resource materials.

American Hotel & Motel Association
888 Seventh Avenue
New York, NY 10106
(212) 265-4506

Hospitality Lodging and Travel Research Foundation
888 Seventh Avenue
New York, NY 10106
(212) 265-4506

International Society of Hotel Association Executives
P.O. Box 1529
Tallahassee, FL 32302
(904) 222-7401

National Association of Black Hospitality Professionals
P.O. Box 5443
Plainfield, NJ 07060
(201) 753-7856

INSTRUCTIONAL RESOURCES

The following resources were used as references in preparing this guide:

Business Mathematics. New York: Harcourt Brace Jovanovich, Inc., 1978.

Administrative Rules. Tallahassee, Florida: Department of Education.

Business Education Competencies: Levels I-III. Tallahassee, Florida: Center for Studies in Vocational Education, Florida State University.

Course Code Directory and Instructional Personnel Assignments. Tallahassee, Florida: Department of Education.

FBLA/PBL National Handbook. Washington, D.C.: FBLA/PBL.

FBLA/PBL State Handbook. Tallahassee, Florida: Department of Education.

Florida Statutes Digest of General Laws. Tallahassee, Florida: Florida Department of State, 1985.

Florida Statutes. Tallahassee, Florida: Florida Department of State, 1985.

Out In Front. Tallahassee, Florida: Florida Department of Education, 1982.

Steade, Lowry, and Glos, Business--Its Nature and Environment: An Introduction, Tenth Edition. Cincinnati, Ohio: Western Publishing Company, 1984.

Verdeber, Communicate! Fifth edition. Belmont, Calif.: Wadsworth Publishing Company, 1987.

Wolf and Kuiper, Effective Communication in Business, Eighth Edition. Cincinnati, Ohio: South-Western Publishing Company, 1984.

Vocational Education Advisory Committees. Tallahassee, Florida: Florida Department of Education, 1982.

Vocational Education Program Courses Standards. Tallahassee, Florida: Florida Department of Education, 1983.

The following are resources that may be helpful in obtaining information and materials for your program:

Association for Information Systems Professionals
10115 North York Road
Willow Grove, PA 19090

Bobbs-Merrill Company
4300 West 62nd Street
Indianapolis, IN 46468

William C. Brown Company Publishers
2460 Kerper Boulevard
Dubuque, IA 52001

CBS Educational and Professional Publishing
383 Madison Avenue
New York, NY 10017

Benjamin Cummings Publishing Company
Subsidiary of Addison-Wesley Publishing Company
2727 Sand Hill Road
Menlo Park, CA 94025

Dryden Press
Division of Holt, Rinehart and Winston, Inc.
901 North Elm
Hinsdale, IL 60521

Glencoe Publishing
17337 Ventura Boulevard
Suite 300
Encino, CA 91316

Gordon and Breach
50 West 23rd Street
New York, NY 10010

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row
10 East 53rd Street
New York, NY 10017

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, NY 10017

Houghton Mifflin Company
Two Park Street
Boston, MA 02107

Richard D. Irwin, Inc.
1818 Ridge Road
Homewood, IL 60430

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Media Systems Corporation
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Charles E. Merrill Publishers
Division of Bell and Howell Company
1300 Alum Creek Drive
Columbus, OH 43126

Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467

Modern School
524 East Jackson Street
Goshen, IN 46526

MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467-5394

National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210-1090

Office Publications
1200 Summer Street
Post Office Box 1231
Stamford, CT 06904

Pitman Learning, Inc.
Six Davis Drive
Belmont, CA 94002

Prentice Hall, Inc.
Route 9W
Englewood Cliffs, NJ 07632

Science Research Associates
Subsidiary of IBM
College Division
1540 Page Mill Road
Palo Alto, CA 94304

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

State of Florida
Department of Education
Knott Building
Tallahassee, FL 32399
(904) 488-0405

Texas Education Agency
1701 North Congress
Austin, TX 78701

Toledo Metal Furniture Company
1111 North Hastings Street
Toledo, OH 43607

Wadsworth Publishing Company
10 Davis Drive
Belmont, CA 94002

West Publishing Company
Post Office Box 3526
St. Paul, MN 10158

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10158

United States Small Business Administration
Department of Education
Federal Building
1220 Southwest Third Avenue, Room 676
Portland, Oregon 97024

Office of Vocational and Adult Education
United States Department of Education
American Institutes for Research
P. O. Box 1113
Palo Alto, CA 94302

Vocational Education Material Center
The University of Georgia
Green Street
Athens, GA 30602

FEIS Service

If you need (1) information about copyright; (2) a list of instructors teaching in hospitality management programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (904) 487-2054. FEIS will tailor its service to meet your needs on information concerning resource materials.

APPENDIX

Sample Student Learning Guide

STUDENT LEARNING GUIDE

Introduction

Intended Outcome:

07. Demonstrate supervisory, human relations, communication, and training skills.

Student Performance Standard:

07.13 Discuss conflict resolution.

Hospitality managers work in a strongly people-oriented environment in which the various attitudes, values, and behaviors of guests and staff will occasionally result in conflict. An understanding of effective and ineffective responses to conflict can help the hospitality manager create and maintain a more productive and satisfying environment at the job site.

This Student Learning Guide contains a set of objectives enabling the mastery of SPS 07.13, a sequence of learning activities, information sheets, self-tests, and a written test.

Objectives

07.13.01 Discuss the nature of conflict.
07.13.02 Identify negative reactions to conflict.
07.13.03 Identify conflict management techniques.

Resources

No resources other than those included in this guide are necessary.

Learning Activities

1. Read the attached information sheet, "Conflict."
2. Take self-test #1.
3. If you did not correctly answer all of the self-test items, return to step 1; otherwise, continue to step 4.
4. Read the attached information sheet, "Negative Reactions to Conflict."
5. Take self-test #2.
6. If you did not correctly answer all of the self-test items, return to step 4; otherwise, continue to step 7.
7. Read the attached information sheet, "Managing Conflict."
8. Take self-test #3.
9. If you did not correctly answer all of the self-test items, return to step 7; otherwise, continue to step 10.
10. Take the written test at the end of this guide.

Information Sheet: The Nature of Conflict

When the ideas, feelings, or behaviors of two or more people come into opposition, **conflict** occurs. Conflict may revolve around questions of fact (what is the correct charge on a guest's bill), matters of ego (who is the most knowledgeable member of the maintenance staff), or values (what grooming standards should employees adhere to).

No matter what issue is in dispute, conflict situations can be unpleasant and may even escalate to dangerous levels. However, conflict can also have beneficial effects, for it often forces us to examine and defend our beliefs and actions, make choices, and even change our behavior for the better.

Since human beings are unique individuals, each with his or her own way of looking at and responding to the world, some conflict is unavoidable in any situation involving interactions among people. Because of this, the question is not, "How do I prevent conflict from occurring?" but rather, "How do I manage and resolve conflicts when they occur?"

SELF-CHECK #1: THE NATURE OF CONFLICT

T F 1. Conflict always has negative results.

T F 2. Conflict can revolve around ideas, values, or behaviors.

T F 3. Conflict management means finding ways to keep conflict from happening.

Answers

1. F
2. T
3. F

Information Sheet: Negative Reactions To Conflict

Because conflict can be an unpleasant experience, many persons develop ways of avoiding or eliminating conflict. Unfortunately, these methods are counterproductive because they do little or nothing about the underlying causes of disagreement.

A common negative reaction to conflict is withdrawal. When conflict arises, some persons tend to physically or psychologically remove themselves from the situation.

Matt works in the Palm Hotel's housekeeping department. He gets a call from Mr. Horn, a hotel guest, who rather aggressively demands that extra towels be sent up to his room. Matt knows, however, that the hotel's laundry service is running late and there are only enough clean guest towels available to set up rooms for that day's reservations.

Instead of explaining this to Mr. Horn, Matt replies vaguely, "We'll see what we can do," and hangs up, hoping the guest will just leave him alone. Matt then goes about his other duties and has soon forgotten the matter completely.

Matt's avoidance does not resolve the conflict. While Mr. Horn may not pursue the issue, he is likely to remember the incident and think less of the Palm Hotel's quality of service. On the other hand, he may call Matt again later, perhaps angry at the delay, and the conflict will escalate. He may even call Matt's supervisor to complain, or come directly to the housekeeping office to get his way.

Surrender is another kind of negative reaction in which a person finds conflict so unpleasant or frightening that he or she nearly always gives in to the other person. For example, Bob and Terry are discussing marketing plans for the month of October. Bob would like to concentrate on radio advertising spots, but Terry feels that ads in trade magazines would be more likely to hit the target audience. When Bob suggests several local radio stations, Terry says, "I just read that print ads are more effective, and I think we ought to try that." Bob replies, "Sure, Terry, whatever you think is best." Even though Bob's experience tells him that radio ads are effective, he gives in to avoid conflict with Terry.

Bob's surrender to Terry is counterproductive for several reasons. First, it takes no account of the relative advantages and disadvantages of each person's point of view. If Bob and Terry were to discuss each option at length, they might come up with an even better marketing strategy. Second, Bob may come to resent Terry because he feels she "always gets her way"; that is, because Terry doesn't simply surrender to Bob, his ideas and suggestions never get put into effect. Finally, Terry may resent Bob because he "caves in" too easily; she may have wanted to come to a shared decision or at least get Bob to see her point of view. Her disagreement with Bob is never resolved.

A third kind of negative reaction is coercion, in which one person attempts to dominate the other and thus "win" the argument. Some people tend to use threats or intimidation to force others to accept their point of view. For instance, Donna and Bill have a disagreement over Bill's work schedule for the upcoming month. Bill would like to have the weekends off, but Donna wants Bill to cover two large weekend banquets. As Bill tries to explain why he wants to have his weekends free, Donna

interrupts him with, "Look, Bill, I'm the supervisor here. You either do it my way or you can look for another job."

Donna's aggressive response suppresses conflict but does not resolve it. Although Bill may report to work on the weekends in question, he will resent being coerced into doing so, and his performance may suffer. Furthermore, because he sees that Donna is unwilling to openly discuss his requests, Bill may seek ways to "get around" Donna. Finally, Bill will be reluctant to make suggestions that might increase the effectiveness of Donna's division because of resentment or fear of being put down.

To review: withdrawal, surrender, and coercion are negative responses because none of them address the underlying causes of conflict.

SELF-CHECK #2: REACTING TO CONFLICT

T F 1. The surrender strategy can result in both parties feeling resentful toward each other.

T F 2. Coercive strategies increase the likelihood that supervisors will know what their employees are doing.

3. Some ways of responding to conflict are unproductive because they do nothing about the underlying _____ of disagreement.

4. _____ is a conflict response which involves physically or psychologically removing yourself from the situation.

5. _____ is a kind of conflict reaction in which a person finds conflict so unpleasant or frightening that he or she nearly always gives in to the other person.

6. Using threats or intimidation to force others to accept one's point of view is called _____.

Answers

1. T
2. F
3. causes
4. withdrawal
5. surrender
6. coercion

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Information Sheet: Managing Conflict

Successful conflict management depends on several factors. By observing the following guidelines, hospitality managers can increase the likelihood of effective and efficient operations.

1. **Try to anticipate conflict before it gets out of hand.** Look for areas of potential disagreement and watch for flare-ups. Once you recognize the presence of conflict you can begin to take steps toward managing it.

2. **Keep the conflict from escalating to other areas.** Often, conflict begins over some relatively simple, factual issue. All too easily, however, egos and tempers get involved and the level of conflict escalates (rises). The successful conflict manager tries to hold the discussion on track, address one point at a time, and keep emotions at a reasonable level.

3. **Cultivate an open mind toward new and different ways of seeing and doing things.** Over time, people tend towards habitual, comfortable ways of thinking and acting. New ideas and procedures can make a person feel threatened. Nevertheless, human beings must change and grow in order to be successful. People who are willing to at least provisionally accept new ideas are more likely to be successful conflict managers.

4. **Encourage cooperation rather than competition.** In a competitive business environment, it is easy to forget that employees must work together to keep an organization successful. A "win-lose" attitude has no place in a cooperative effort. Instead, try to approach conflict with a "win-win" attitude.

5. **Work out an agreed-upon conflict management procedure.** Because conflict is encountered so frequently, it is useful to have a plan for conflict management. Many organizations have formal complaint or grievance processes for just this reason. Even informal, interpersonal conflicts will be more susceptible to management if the participants have agreed beforehand on an approach that uses some combination of problem-solving, negotiation, and arbitration. Furthermore, this procedure needs to be periodically examined and revised to ensure its continued usefulness over time.

By **anticipating** conflict and preventing its **escalation**, maintaining an **open mind**, fostering **cooperation**, and creating a conflict management **procedure**, the hospitality manager can begin turning conflict into a controllable, useful tool for organizational growth.

SELF-CHECK #3: MANAGING CONFLICT

T F 1. You should always allow conflicts to spread to emotional issues; otherwise no one will feel committed to finding solutions.

T F 2. Over time, people tend towards habitual, comfortable ways of thinking and acting.

T F 3. A "win-lose" attitude has no place in a cooperative effort.

4. The first step in conflict management is to _____ conflict before it gets out of hand.

5. To help control conflict, a _____ should be worked out ahead of time.

Answers

1. F
2. T
3. T
4. anticipate
5. conflict management procedure

Written Test of Knowledge Objectives

T F 1. Conflict can involve questions about facts.

T F 2. Successful conflict managers know what works and aren't distracted by untried, untested ideas.

T F 3. In the business world, cooperation is a luxury one can't afford.

T F 4. Once a conflict management procedure is in place, it works almost by itself.

T F 5. Conflict can increase efficiency.

T F 6. Conflict occurs infrequently enough that it can be addressed on a case-by-case basis.

7. Match the statement on the left with the kind of conflict response it best represents:

a. "I wish you'd quit nagging me about that."	___ Surrender
b. "Yeah, fine. Do whatever you want."	___ Withdrawal
c. "If you don't like it then find another job."	___ Coercion

8. When the ideas, feelings, or behaviors of two or more people come into opposition, _____ occurs.

9. All too easily, egos and tempers get involved and the level of conflict _____.

10. To help manage conflict, encourage _____ rather than competition.

Answer Key for Written Test

T F 1. Conflict can involve questions about facts.

T F 2. Successful conflict managers know what works and aren't distracted by untried, untested ideas.

T F 3. In the business world, cooperation is a luxury one can't afford.

T F 4. Once a conflict management procedure is in place, it works almost by itself.

T F 5. Conflict can increase efficiency.

T F 6. Conflict occurs infrequently enough that it can be addressed on a case-by-case basis.

7. Match the statement on the left with the kind of conflict response it best represents:

a. "I wish you'd quit nagging me about that."	b. Surrender
b. "Yeah, fine. Do whatever you want."	a. Withdrawal
c. "If you don't like it then find another job."	c. Coercion

8. When the ideas, feelings, or behaviors of two or more people come into opposition, conflict occurs.

9. All too easily, egos and tempers get involved and the level of conflict escalates.

10. To help manage conflict, encourage cooperation rather than competition.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
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Division of Vocational, Adult, and Community Education

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